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ABSTRACT

The Office of Economic Opportunity funded a program to train administrators for schools serving large numbers of Indian children. The program, which called for the support and training of 20 American Indians in programs leading to degrees and certification in school administration, was aimed at alleviating the shortage of school administrators having Indian ancestry. Graduates of the program were to have the training needed to provide leadership in Indian education for local districts, state departments of education, and Federal agencies. Through these educational and leadership opportunities, program graduates would be able to play a more active role in self-determination and improved socioeconomic opportunity through education in Indian communities. During the summer of 1970, 20 program applicants (17 candidates for master's degrees and 3 candidates for doctor's degrees) were selected for admission to graduate school and participation in the fellowship program at the University of Minnesota. Achievement and progress toward degree objectives were encouraged through intensive advising and program planning. Effectiveness of the program was evaluated in terms of its primary goal: training administrators for Indian education. Based on this criterion, the program was deemed successful. The components of the evaluation were student retention, academic achievement, attainment of degree objectives, participant evaluation, and post-program plans. (JH)

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TRAINING ADMINISTRATORS FOR SCHOOLS SERVING INDIAN CHILDREN

Office of Economic Opportunity
Contract CG-5073 A/O
Final Report by
Division of Educational Administration
College of Education
University of Minnesota
St. Paul, Minnesota 55101
August 31, 1971

UNIVERSITY OF *Minnesota*

BUREAU OF FIELD STUDIES AND SURVEYS
300 Health Service Building, St. Paul, Minnesota 55101

Head of Indian Desk
Office of Economic Opportunity
Washington, D. C.

Dear Sir:

We are pleased to submit this final progress report on the Office of Economic Opportunity Contract CG-5073 A/O with the Division of Educational Administration at the University of Minnesota to train administrators for schools serving large numbers of Indian children.

The report is presented in three sections. The first section provides a summary of the program proposal. The second section provides information about the implementation and operation of the program. The final section is concerned with evaluation of the program including an analysis in terms of the program relationship to educational administration and Indian education.

Thank you for the opportunity to be of service to Indian communities through the Office of Economic Opportunity.

Sincerely yours,

Will Antell
Resident Director

Charles H. Sederberg
Project Director

Gary Alkire
Asst. Project Director

THE PROGRAM

The Office of Economic Opportunity funded a program to train administrators for schools serving large numbers of Indian children in the Division of Educational Administration, College of Education, University of Minnesota during the 1970-71 school year. The program, authorized under Office of Economic Opportunity Contract CG-5073 A/O, called for the support and training of twenty American Indians in programs leading to degrees and certification in school administration. The program was aimed at alleviating the shortage of school administrators with Indian ancestry. The graduates of the program would receive the training needed to provide leadership in Indian education for local districts, state departments of education, and federal agencies. Through these educational and leadership opportunities, program graduates would be enabled to play a more active role in self-determination and improved socio-economic opportunity through education in Indian communities.

The program contract provided twenty fellowships. The fellowships included a $2,400 stipend, a $500 dependent allowance, tuition and fees, and allowances for books, research travel, and relocation. The principal emphasis of the training program was at the Master's Degree level with opportunities to work toward Specialist and Doctoral Degrees for those participants who had already earned Master's Degrees. The academic program was the basic Master's Degree program offered by the Graduate School at the University of Minnesota. This program calls for forty-five quarter hours of graduate credit in educational administration, related fields, and collateral fields other than education. A special feature of the program was a nine-credit education seminar which was required of all participants. The seminar, Educational Administration 270, was used to plan research papers, take field trips, meet with special consultants, and to provide for student participation in program planning and evaluation.

Organizationally, the training program was housed in the Bureau of Field Studies and Surveys, a component of the Division of Educational Administration. The Resident Director of the program was Mr. Will Antell, on loan from the Minnesota State Department of Education where he serves as State Director of Indian Education. He was appointed to the Resident Director's position by official action of the University of Minnesota's Board of Regents with primary responsibility for relations with state government, coordination with Indian agencies, recruiting and selection, and part-time employment and housing for program participants. Business affairs for the program and relations with the Graduate School were handled by Dr. Charles H. Sederberg, Director of the Bureau of Field Studies and

Surveys, and by Dr. Gary Alkire, Assistant Director of the Bureau of Field Studies and Surveys. Their major responsibilities were in conducting the Indian Education Seminar and intensive advising on programs and research papers. Financial accountability and institutional relations between the University of Minnesota and the Office of Economic Opportunity were handled by the University's Research Contract Division.

The program fellows were recruited nationally through letters and brochures to a variety of organizations concerned with Indian education. The criteria for admission to the program were as follows:

1. American Indian ancestry
2. A Bachelor's degree (preferably in education)
3. Desire to be an educational administrator
4. Teaching or other educational experience
5. Academic performance

Applicants were screened and selected by a six-member committee which consisted of the following persons:

The Director of Indian Education, Minnesota Department of Education

Two members of the Minnesota Indian Education Committee

The Chairman and Assistant Chairman of the Division of Educational Administration, University of Minnesota

The Assistant Project Director, who is the Assistant Director of the Bureau of Field Studies and Surveys, University of Minnesota

Applicants admitted to the program were processed in a "block" for admission to the Graduate School. The project director and assistant project director conducted a special orientation session for program participants in which academic programs and registration were handled to minimize the procedural problems which sometimes discourage students at a large university.

The time scope of the program was focused primarily on the 1970-71 academic year. The plan represented the minimum length of time in which a Master's Degree could be completed at the University of Minnesota and resulted in a rigorous program for the participants. Those working toward Doctoral Degrees were expected to successfully complete one year of graduate work leading to that degree.

A variety of institutional, human, and financial resources were available to support the program. The institutional resources included the library and all other facilities of the University of Minnesota. Of particular importance was the Department of Indian Studies where nearly all of the program participants elected collateral field courses to increase their knowledge of Indian history and culture. Beyond the instructional staff of the University, human resources included Indian leaders and others from the State Department of Education, public schools, and Indian organizations active

in Minnesota and the Twin City-Metropolitan area. The financial resources available to the program from the Office of Economic Opportunity are listed in the following summary:

Budget Summary*

ITEM	AMOUNT
Salaries and Wages	$29,200
Fringe Benefits	3,215
Overhead	12,026
Stipends	88,000
Consultant Fees	2,000
Travel	9,000
Consumable Supplies This includes office supplies, postage, etc.	3,186
Other Expenses This includes tuition, fees, books, communications expenses and other miscellaneous expenses	15,707
TOTAL	$162,334

*A final financial report and audit of expenditures will be provided by the University Research Contracts Division in accordance with OEO guidelines after completion of the program on August 31, 1971.

OPERATION AND IMPLEMENTATION

During the summer of 1970, twenty program applicants were selected for admission to graduate school and participation in the program. The initial group of participants was distributed among educational specializations and degree objectives as listed below:

	Number	Per Cent
Master's Degree	17	85
Elementary—2 Secondary—12 General—2 School business Official—1		
Doctor's Degree	3	15
Total:	20	100

The participants came from a diversity of tribal affiliations, geographical background, educational experience, and occupational positions. These diverse backgrounds created an open and vital climate for the program.

The Indian Education Seminar, Educational Administration 270, proved to be a significant part of the program. The seminar sessions were used to plan research papers, con-

duct field trips, and to utilize consultants on special problems. The field trips included visits to the State Department of Education, an area vocational school, and an innovative secondary laboratory school. Consultants included a representative of the Bureau of Indian Affairs, two state directors of Indian education, an administrator who directed the transfer of Johnson O'Malley funds from state departments of education to tribal government, the principal of the innovative Indian elementary school at Pine Point, Minnesota, and similar individuals directly or indirectly involved with Indian education.

The overall program was conducted in accordance with the provisions in the approved proposal. Throughout the program there was concern for student problems, retention, achievement, and progress toward degree objectives. Personal assistance was given to students in finding housing and part-time employment to supplement stipend and dependents' allowances. Part-time employment included work for the Indian Education Division of the State Department of Education, consulting work with school systems, part-time staff positions in the Trainer of Teacher Trainer Program (TTT), and a series of Indian life seminars for a local church group. In future programs, some of these employment experiences could be expanded into internships or clinical experiences. Achievement and progress toward degree objectives were encouraged through intensive advising and program planning.

EVALUATION

The effectiveness of the program should be evaluated in terms of its primary goal; training administrators for Indian education. Based on this criterion, the program was successful. The components of the evaluation were student retention, academic achievement, attainment of degree objectives, participant evaluation, and post-program plans.

Student retention in the program was very high. One of the original participants dropped out during fall quarter because of his decision to remain employed on a full time basis. Two additional participants were recruited starting winter quarter 1971 with the intention that they would complete Masters Degrees by the end of second summer session 1971. A second original program participant withdrew from the program at the end of winter quarter and one of the participants admitted at the start of winter quarter withdrew at the end of spring quarter, both for personal reasons. These actions resulted in a net number of nineteen participants remaining with the program.

The level of academic achievement of the program participants as a group equalled or exceeded the level of performance for all graduate students at the University of Minnesota. The grade point averages for all program participants in all courses by academic quarter are listed below:

Fall	3.45
Winter	3.51
Spring	3.43

These grade point averages compare very favorably with the 3.43 earned by all students in the graduate school at the University of Minnesota and reflect a high level of performance in academic classes.

In terms of attainment of degree objectives the program was very successful. Of the nineteen participants, three were admitted to work on Doctoral Degrees. All three of them completed a successful year's work toward the doctorate and are expected to finish next year. One of these three participants is writing preliminary examinations during the summer of 1971. Nine participants completed Master's Degree requirements in time for graduation June 12, 1971 and two completed requirements for graduation during the first summer session. The remaining student who was recruited in winter quarter 1970 will have completed the requirements for the Master's Degree before the end of the program year, August 31, 1971. Two participants have one incomplete and two of the participants have two incompletes, which can be cleared up in time for graduation during fall quarter 1971. These data indicate a success ratio of 15 out of 19 participants making satisfactory progress toward degree objectives.

The program has sought student evaluation through both interview-advising sessions and through an anonymous questionnaire. The following questions were asked of each participant at the end of the fall quarter. The student response to the program was very favorable. The following typical responses, pro and con, have been selected for each question:

1. WHAT IS YOUR OVERALL PERCEPTION, IMPRESSION, AND EVALUATION OF THE PROGRAM?

- Overall—to now, what has been displayed is or has been overwhelming. This is my first of such a program and it appears that those involved with the program have done a splendid job. What has been done to date is worth talking about.
- Superior, due primarily to the "humanness" of the leadership and willingness to be "Indianized."
- I think it's a very good program. Well planned considering the time that was involved getting the people together. The interest of the directors is very impressive, very human, very easy to sit down and talk to them.
- When the race is on, for crash funding of programs, the institution does not have sufficient time to explore alternatives that would lead to the strongest possible program. This is not offered as an alibi for this institution, because I feel that in a global aspect, the program has merit and certainly is one needed by the Indian people of this country. It is only through programs of this nature that the relatively untapped potential of the Indian people in exploring the paths of tomorrow, confidence, self-pride, and restoration of the total self as men among men, will truly begin.
- Monetarily—dependent allowances are too low in light of housing costs/living expenses.

Indian Orientation—willingness to acknowledge experience of participants but little involvement of elements peculiar to Indian education (Indian Studies Dept.)

Counseling—excellent on part of program directors for the group.

Group Interaction—excellent provisions for interaction of program participants.

Communication—excellent between program administrators and participants in most areas.

2. HOW DO YOU EVALUATE THE INSTRUCTIONAL PROGRAM AND/OR LEARNING ACTIVITIES IN WHICH YOU HAVE BEEN INVOLVED?

- Immediate—I believe that just being involved has much to contribute to our learning. Our sessions have been very beneficial. Criticisms thrown at us have been con-

structive. To me, much more learning needs to take place since people involved with this type of work will be in contact with each other.

- Seminar—although some "long-winded" presentations couldn't be controlled, the most beneficial parts for me were academic pointers given by Drs. Sederberg and Alkire and the fact that time was given to us to learn how to put papers together and do a good job of research.

Classes—overall good content for professional training but I think we should discuss which classes were not helpful and which were better left "un-registered" in!

Staff—genuine interest and help given by professors has been unexpectedly excellent and very encouraging.

- College Courses—too much reliance on papers. Should be more panels or projects. Catalog course descriptions are not specific. Hand out materials by instructors are numerous and definitely more up-to-date material than that found in text books.
- I like the courses and have been fortunate in getting good instructors, but much of what is given involves only Minnesota—some questions come up about other areas and the instructors are not conversant in problems outside of the state. I really can't see how some of these things are going to help me in a god-forsaken B.I.A. school. If you really want to improve "Indian Ed" these are the areas you are going to have to go into.
- I'm glad that the instructional program is a standard academic program in educational administration. The seminar which involved various people giving their research proposals was very profitable for me.

3. HOW DO YOU EVALUATE THE ORGANIZATION AND ADMINISTRATION OF THE PROGRAM?

- As far as I'm concerned the program is well planned and well organized, but then I've never been in a program such as this so I really have nothing to equate it with.

One thing that should be improved is the stipend—not really enough if you are single.

- In general, good. The "problems" that have occurred are minor and reflect the inexperience of those involved.
  A) the stipend system is working.
  B) the availability of typing/duplicating services has been worked out adequately.
  C) the guidance provided by Alkire and Sederberg has been outstanding.
  D) the assistance with the registration process is good. Registering can be complicated.
- I appreciate the relaxed atmosphere although the program is well organized and structured. I also appreciate the democratic manner in which the program is conducted.

- I find it very well organized. Everyone feels at ease and they all enjoy being a part of the program.

- I don't think much more improvement could be made as far as housing is concerned. There might be a policy affecting the stipend; if not, the stipend should be higher, because it seems as though the cost of living here is much higher than back home.

4. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT OF THE PROGRAM?

- None

- Increase the stipend. Attempt to locate housing at a reasonable price for participants.

Inquire of participants how they are progressing in their classes at least two weeks prior to the end of the quarter so that arrangements can be made to help those having difficulty in one or more courses.

- It is too early for me to offer any suggestions for improvement.
- I really am satisfied with the program.
- Involve more people dealing with Indian administration.
- Four quarters of study—to allow longer time for more in-depth study and time to gain familiarity with administration in Indian schools.

Direct involvement with Indian schools and their administrators and the type of administration—not only in Minnesota but other states as well.

Participants be *only* Indians who plan to work *in schools for Indians* or some other educational area directly related to Indians' schooling.

Screen candidates closely to determine if they really want to use educational administrative training in educational areas for Indians.

Attempts were made during winter and spring quarters to resolve the problems and short-comings identified by the students. The comments made by students during advising sessions were similar to those made in the anonymous questionnaire. The general feedback from students concerning the program has been positive, constructive, and enthusiastic.

It is too early to evaluate the ultimate impact of the program. The real return on this investment in education will come from the years of service the participants will provide to Indian communities in the years ahead. The post-program activities of the program participants as of July 20, 1971 are shown in the following table:

ACTIVITY	NUMBER
Return for doctoral study at the University of Minnesota	6
Finishing M.A. program in summer school	1
Entered Indian Law Program (Summer at New Mexico and accepted at Stanford Law School)	1
Accepted administrative positions in higher education	2
Assistant Dean of Students, Stanford University	
Coordinator of Teacher Corps, University of Wisconsin	
Accepted administrative position as director of a Title III project in a large city school system	1
Accepted administrative position in Indian Vocational School	1
Accepted or returned to principal position in secondary school	2
Accepted secondary teaching position	1
Returned to positions in B.I.A. (Both being considered for promotion)	2
Undecided	2
TOTAL	19

Follow-up studies should be conducted five and ten years from now to provide a more valid assessment of the program in terms of social impact.

The following statements summarize an overall evaluation of the program by those immediately concerned with its direction and implementation:

1. The investment of educational resources in training Indians for leadership positions in education is a sound investment of those resources.
2. The program participants have responded positively toward the program and have generally taken good advantage of the opportunities that were available to them.
3. Dr. James Wilson and the Office of Economic Opportunity have been most supportive and cooperative in making the program a success.
4. The program participants have made a significant contribution to student organizations, the Division of Educational Administration, the College of Education, and the University of Minnesota in the area of developing inter-cultural and inter-racial understanding.
5. Delayed decisions on funding and other matters tended to deter the effectiveness of the program because of delays in planning, recruitment, and other important activities.
6. There is a need to evaluate stipends, dependents' al-

lowances, and relocation allowances at the federal level to insure adequacy and comparability among participating institutions.

7. The program participants who have taken employment after completing the program have moved to positions of greater influence and professional advancement.

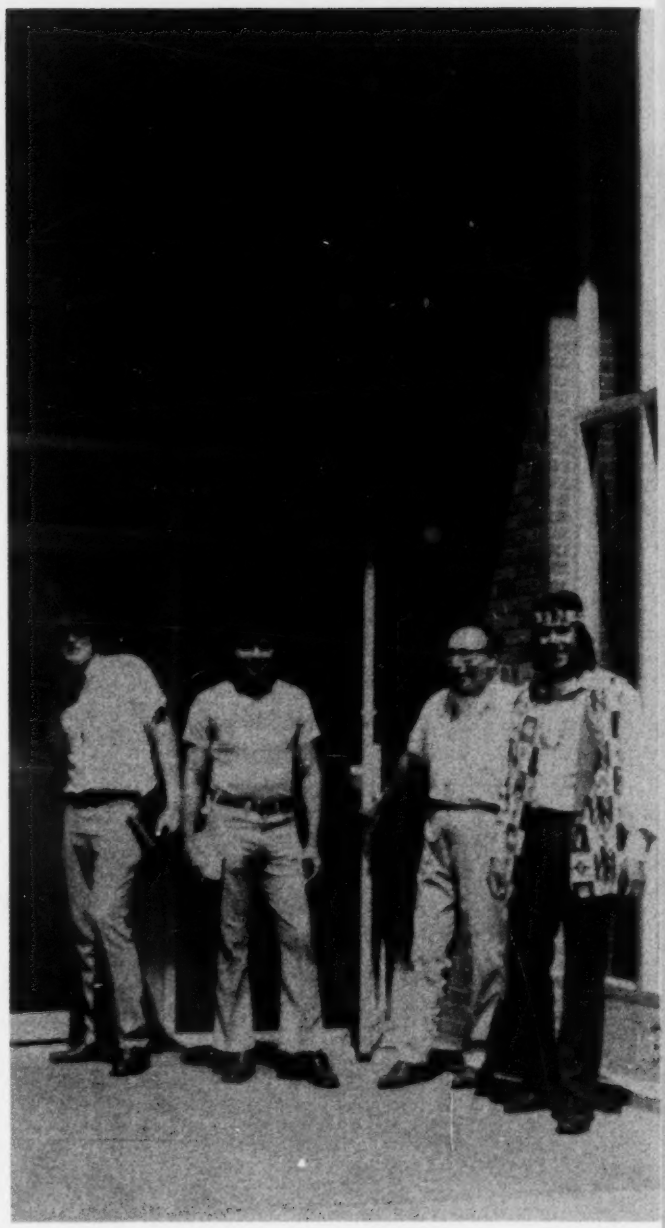
Taking into account student response, achievement, and goal attainment, the project directors feel that the program at Minnesota has been eminently successful. Its success is a credit to the Indian Division of the Office of Economic Opportunity, the Indian communities as part of the larger society, and most of all to the program participants themselves. Continuation of this program is worthy of support from educators, political leaders and society at large.

LIST OF PARTICIPANTS

Name	Tribe	Birth Place	Residence Prior to Program	Position Prior to Program
Leroy Antell	White-earth Chippewa	White Earth, Minnesota	No. St. Paul, Minnesota	Assoc. Dir. of Libr. Services, U of M
David Beaulieu	Chippewa	St. Paul, Minnesota	St. Paul, Minnesota	Research Assoc. for U of M Center for Urban & Regional Affairs
W. Larry Belgarde	Plains Chippewa	Belcourt, North Dakota	Belcourt, North Dakota	Educ. Coord., Turtle Mountain CAP
Joe Cajero	Pueblo	Jemez Pueblo, New Mexico	Jemez Pueblo, New Mexico	Instr., counselor, Institute of Amer. Indian Art, B.I.A.
Robert Campbell	Lower Sioux	Pipestone, Minnesota	Prairie Island, Minnesota	Indian Upward Bound, St. John's University
Delores Castillo	Spokane	Spokane, Washington	Nespelem, Washington	Instructional Aide, IAIA Santa Fe, New Mexico, BIA
Chris Cavender	Dakota	Pipestone, Minnesota	Minneapolis, Minnesota	Admissions Assoc., U of M
Hubert G. Denny	Ojibway/ Oneida	Redlake, Minnesota	Missoula, Montana	Head Start Rep., U of Montana, Missoula
Carol Dodge	Menominee	Keshena, Wisconsin	Keshena, Wisconsin	Pre-school teacher, Keshena, Wisconsin
James King	Creek	Tahlequah, Oklahoma	Okemah, Oklahoma	Visiting Coord., Indian Educ. Div., State Dept., Okla.
Harold LaRoche	Lower Brule Sioux	Lower Brule, South Dakota	Ashland, Wisconsin	Tribal Operations Officer, BIA, Ashland, Wisconsin
Marie McLaughlin	Standing Rock Sioux	Warm Springs, Oregon	Fort Yates, North Dakota	Family Life Specialist, United Tribes Empl Training Center, Bismarck, North Dakota
Michael Miller	Mississippi Chippewa	Minneapolis, Minnesota	Minneapolis, Minnesota	Counselor, Minn. Dept. of Manpower Services, Duluth
Robert E. Powless	Oneida	West DePere, Wisconsin	Prescott, Wisconsin	Dir. of PRIDE, Wisconsin State Univ., Stevens Point, Wisconsin
Sister M. Grace Ann Rabideau	Bad River Chippewa	Bayfield, Wisconsin	Bayfield, Wisconsin	Principal, Sisters of St. Francis Holy Family School, Bayfield, Wisconsin
Joseph Sahmaunt	Kiowa	Lawton, Oklahoma	Bethany, Oklahoma	Asst. Admin., Oklahoma State Dept. of Educ.
Gwendolyn Shunatona	Pawnee	Wichita, Kansas	Wichita, Kansas	Secondary Instr. in Spanish, Chilocco Indian School, Chilocco, Oklahoma
Jon Wade	Flandreau	Flandreau, South Dakota	Aberdeen, South Dakota	Educ. Specialist BIA, Aberdeen, South Dakota
Robert Werner		Welcome, Minnesota	Medford, Oregon	Math Teacher Phoenix High School, Phoenix, Oregon

*Earned at the University of Minnesota in the OEO training program.

Degrees Earned	Post-Program Plans
B.S. M.A.*	Doctoral grad student, U of M
B.A. M.A.*	Doctoral grad student, U of M
B.A. M.A.*	Director of Title III Program Duluth, Minnesota
B.A. M.A.*	Coordinator of Phy-Ed., Indian Polytechnic Institute, Albuquerque, New Mexico
B.S. M.A.* B.F.A.	Teaching Milaca, Minnesota
B.S. B.A. M.A.*	Doctoral grad student, U of M
B.S.	Doctoral grad student, U of M
B.A. M.A.*	Teacher Corp, Wisc. State Univ., Stevens Point, Wisconsin
B.S.	Return to Oklahoma Dept. of Educ.
B.S. M.A.*	Same
B.A. M.A.*	Attending Stanford Law School
B.S.	
B.S. M.S.	Doctoral grad student, U of M
B.A.	Same
M.Ed.	Doctoral grad student, U of M
B.A. M.A.*	Asst. Dean of Students, Stanford University
M.A.	Same
B.S. M.A.*	Principal, Jr. High School, Pine City, Minnesota



At the outset of the University of Minnesota's program to train Indian school administrators, a symbol of strength and courage was chosen to represent the goals and ideals of those involved in this program. This symbol was the Noka, or Bear Totem, of the Mississippi band of the Ojibway Nation, whose members were known for their leadership and fighting ability.

The cover design and art work are by Robert Campbell, one of the program participants.

The Indian's concern for the natural environment is reflected in the pages of this brochure. The paper used was manufactured from 100% reclaimed waste paper. A ton of recycled fiber conserves 17 live trees and saves one ton of polluted waste.